

VISIT...

LANZAROTE
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MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *Simple Machines* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 70 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What kind of machines did you read about? (simple)

What kind of machine is a bottle opener? (a lever)

What kind of machine is a knife? (a wedge)

If time permits, repeat the steps above using part 2 of the passage, *Simple Machines*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them face down on the table. Have the child draw a card. If the child reads the word correctly, he/she moves a marker along the game board the number of spaces indicated on the card. If incorrect, the child cannot move. Have the child place the card at the bottom of the stack. It is now your turn. Repeat the game as time permits.

Part 1

There are four main types of simple machines. 8
 A lever is one kind of simple machine. A bottle 18
 opener is a lever. It makes it easier to open 28
 a bottle. 30

An inclined plane is another kind of simple 38
 machine. It makes work much easier. A ramp 46
 is an inclined plane. It makes it easier to move 56
 things into a truck. 60

The wedge is a simple machine. It makes 68
 work much easier. A knife is an example 76
 of a wedge. It makes it easier to cut things. 86

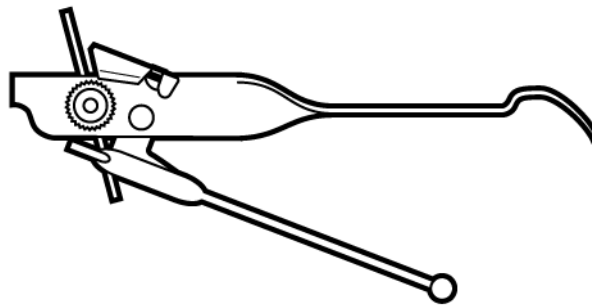


Part 2

A pulley is a kind of simple machine. A flagpole	10
has a simple pulley. The pulley makes it easier	19
to raise and lower the flag.	25

A wheel and axle is another kind of simple	34
machine. A doorknob is a wheel and axle.	42
The doorknob makes it easier to open a door.	51

Some machines combine one or more simple	58
machines. These machines are called compound	64
machines. A can opener is a compound machine.	72
The turning knob is a wheel and axle. The handles	82
form a lever, and the cutting part is a wedge.	92

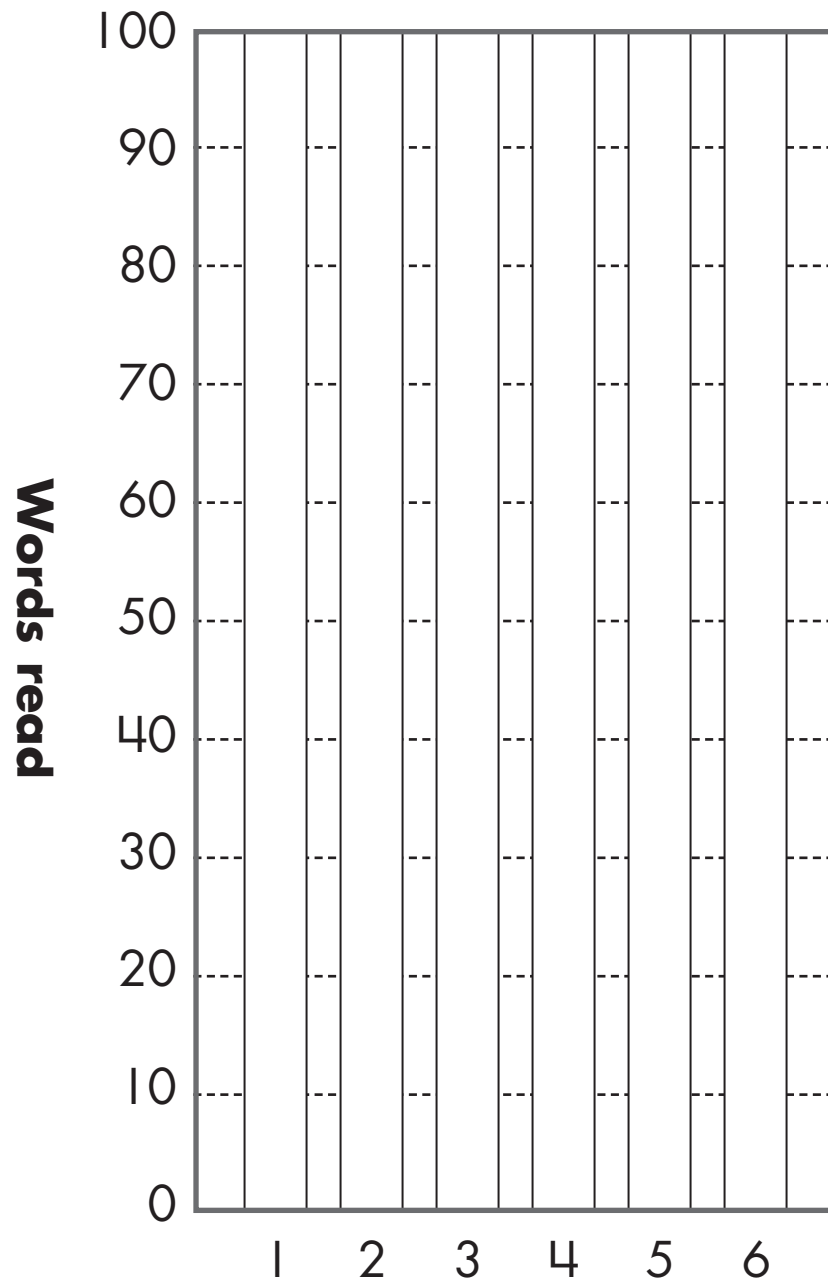


Fluency

Repeated Reading Bar Graph

Lesson K-2

Name _____ Date _____



Number of errors: _____

1 2 3 4 5 6

lever

3

ramp

2

simple

2

door

1

work

2

wedge

3

inclined

3

plane

2

pulley

4

wheel

1

knife

1

axle

2

opener

2

machine

3

complex

3

lift

1

